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ABSTRACT

This booklet is designed to guide educators through the necessary steps to writing for publication in educational journals. The first section discusses the steps in the writing process, from first thoughts on a topic to the final draft. The next section deals with identifying and selecting a publisher, whether to write a query letter, and what criteria one journal uses when selecting unsolicited manuscripts for publication. The third section outlines technical requirements for manuscripts, including the use of graphics and seeking permission for extensive quotes. A selected directory of education journals and suggested references for writing style, technical style, and information about publishers also is included. (RL)

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Writing for Education Journals

By Laurel Beedon and Joseph Heinmiller

FASTBACK 136

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Introduction

"I certainly could have written that!" is a statement many educators make when they read journal articles about "new and inventive approaches," "new ideas," or "outstanding experiences." While many educators feel they "could have written that," the fact is that they didn't. Little has been written to help educators write for education journals, yet most educators have been or are involved in programs, projects, or unique classroom experiences that are worth sharing with others through some professional journal, newsletter, or even the feature page of a local newspaper.

That is the concern of this fastback: writing about your approaches, ideas, and experiences and learning about the best ways to get your writing published.

The Idea

Many articles on writing begin with a discussion of style and clarity but overlook two basic problems of the beginning writer: first, the difficulty in selecting and narrowing a topic; and second, not knowing how to go about writing after the topic has been identified.

There are three ways to begin solving the topic selection problem. The easiest is to keep an "idea file" of news clippings, journal articles, discussions, and activities that you have found interesting and pertinent. Does one of these hold a special interest for you? Can you expand on some of the ideas presented or approach them from a new angle? Remember, as a classroom teacher or administrator, you can offer perspectives from your own experience that no one else can duplicate exactly. Another is to watch for special events in your classroom or school. Has anything happened that excited both you and your students? Or you can create a special learning situation in your classroom or set up a schoolwide event. Keep a record of what happens. Capture the whole experience while it is still fresh in your mind and while the event is still an event.

Next, when you have more time, take your idea or activity through the following steps.

1. *Generalize the event.* As you capsulize what happened, think of it in terms of its significance to other teachers. For example, while it is exciting to you that John Jones responded to a rather complex language lesson, it is necessary to explain that John, while very bright, has expressed interest in nothing all year. Generalizing this situation makes it interesting to teachers of other bright but unresponsive students.

2. *Examine the event more closely.* First describe exactly what happened. Next, consider the goals and objectives of the lesson. What

techniques did you use to teach them? What did you say? What props did you use? What kind of student interaction developed? What did you do that made it work?

3. *Evaluate the event.* What made the event good? Could it have been better? Were some goals and objectives lost in the shuffle? Were unplanned objectives achieved? Was an unexpected goal reached?

Beginning to Write

After an idea or topic has been identified, you face the beginning writer's other basic problem: I have the idea and I know what I did, but I can't seem to write it in an interesting way.

If you are bursting with a classroom success and you want to share it with others in the field, plunge in and begin to write. Getting your ideas down on paper will provide a basis for revisions at a later stage in the writing process. If, on the other hand, you have a feel for your topic but are unclear about how to start, you may want to begin by asking these questions: Does the topic really excite you? (An event of only mild interest to you can become very boring to write about.) Is the topic limited enough so that the article has a clear focus and is manageable in the space allotted? Are resources readily available? That is, can you check on information and articles already written by others?

If your answers to these questions are positive, restate the topic as a purpose (e.g., I am going to write about kernel sentences as an approach to transformational grammar) and set down some objectives to guide your writing. Next, look at what you already know about your topic from your firsthand experience and then jot down all the additional facts and ideas you have about the topic from your reading. For example, what do you know about transformational grammar? What do you know about how it applies to high school students?

Researching the Topic

Once you determine what you know, it is helpful to determine what others have written on the topic. A literature review can provide facts and ideas for your own article. Or you may find that if there is already a substantial amount written about the topic, editors will not

be interested in your work and you will decide not to invest any more time and effort.

In addition to such standard references as the *Education Index* and the *Cumulative Index to Journals in Education* (CIJE)•, you have an excellent resource available to you in the Educational Resources Information Centers (ERIC), a national information retrieval system sponsored by the federal government. Its purpose is to provide bibliographic searches and access to education literature, curriculum ideas, effective teaching methods, research and development efforts, and other important information. ERIC can provide you with specific bibliographies and abstracts related to your topic. It can give you information on new developments and keep you up to date on research in your area of interest at a nominal cost. There are approximately 500 ERIC centers in the United States where you can have bibliographic searches run and where you can examine relevant articles that are stored on microfiche. If your school system does not have an ERIC search system and microfiche collection, check with a local college or university or with your state department of education.

Brainstorming

Your research should prepare you for actual writing. If you are still at an impasse, try asking questions and answering them or use the brainstorming approach. The key to brainstorming is to write down every idea about the subject that pops into your head. Do not organize or pass judgment on these ideas. No idea is too absurd, too trite, too simple, or too complex. No idea should be evaluated in any way during a brainstorming session.

Sit down with a paper and pencil and write out facts, ideas, and impressions. When you have finished, you should have a series of reasons, statements, and concepts. Not all of these will appear in the final product, but the brainstorming puts your thoughts where you can look at them. Take a short break. When you return, you will see repetition of some important concepts and the emergence of certain patterns. The concepts will lead to the thesis and the topic sentences of your article and an outline will evolve.

•Indexes over 20,000 articles from more than 700 journals annually.

The Thesis

One of the most challenging tasks for the beginning writer is the crystalization of his ideas into a statement of purpose. In most cases the intent of article writing is to inform or explain, and it is a great temptation to explain too much. Most educators neither want nor need a review of the American education system; they want to read about your experience. Determine the purpose of the paper and then, utilizing the concepts written on the brainstorming or question-and-answer sheet, formulate a thesis sentence—a clear sentence stating the purpose of the article.

The Structure

With the thesis clearly stated, go back and examine the results of the brainstorming or question-and-answer exercise. This will help in setting up an outline for the article. The first step should be to develop headings by looking for and recording the key ideas and facts that directly support the thesis. Then look for minor or subordinate ideas to group under the major headings. Next, structure those large ideas in an organized fashion and set up an outline. What is the most logical placement for each idea? In a descriptive article, an explanation of the practice or program followed by an analysis of the program's success makes sense. Once you have presented your experiences and thoughts, a discussion of what they imply for other educators is appropriate.

The Audience

Once the outline is in rough form, it should be examined again from the standpoint of the potential audience. Who, specifically, will read the material? Will the reader understand the thesis, development, and implications of the article? An audience analysis can help you develop a more effective approach. Consider the following points.

1. How will this article be used by the reader? For information? For implementation of a project or program? For decision making? For thought and reflection?

2. How much is the reader likely to know about the topic? Is he familiar only with the basic ideas on the topic? Is he an expert in the area?

3. What does the reader need to know? How much detail does he need? How much help does he need with technical terms?

4. Will the reader agree or disagree with your thesis? Can he be persuaded to agree with you? Is the topic controversial?

Most educators are concerned with how and why a project or program works. They want your observations and impressions about what you have seen, measured, and concluded. Thus, a good article is unified in idea by a clear statement of thesis; it is organized by a structure that develops and supports the thesis; then it presents in an orderly manner the implications of the thesis for the intended audience.

First Draft

Up to this point, isolating a topic, researching it, and organizing it so it makes sense—not only to the writer but also to the reader—have been the goals. Now all those ingredients must be put together into a clear, concise article.

Writing a first draft is an individual affair. You may wish to write during a free hour at school or in the middle of the night. If the thesis is carefully thought out, the outline planned, and the audience identified, a great deal of the hard work is already done. Now you can begin to write.

Often a beginning writer will spin his mental wheels thinking about a clever introduction and not be able to get any further with his writing. Actually, where to begin makes little difference; it makes the most sense to begin working on that section about which you have the most confidence. Completing one section should provide reassurance and some ideas for writing other parts of the article. In addition, if the body of the article is written, it can give a new perspective for a more effective introduction and conclusion.

As you write the first draft, include everything you consider important; put in all the details and include all references. You can always eliminate unnecessary material later. This is the time to determine whether your original organization makes sense. Your outline is not carved in stone; use it as a tool but deviate from it when it seems logical to do so. This initial writing should clarify your thoughts and give you

some insights into how you want the final article to look. Don't rewrite at this stage. Accept the fact that you are doing a first draft and that it will not be perfect. Now take a break—let the article sit for at least one day and let your mind clear. An immediate jump from first draft to a revised version often leaves questions unanswered and mistakes unnoticed because you are still too close to the material.

When you return to the manuscript, examine what you have said from your reader's point of view. Is the thesis clearly stated? Do you move from the thesis to a description and an analysis of the situation? Are there sufficient examples and anecdotes to support the description, and is the analysis a logical outgrowth of the situation described? Have you included applications or implications for other educators? Are practices and ideas presented in such a way that other educators could make real use of them?

If your article lends itself to anecdotal material, this is the time to insert it—not just what you did and how you did it, but the actual events as they happened. Good journalists have long used anecdotal material to make their points and to capture the essence of a situation. Education writing can be greatly improved with more use of anecdotal material. Especially with articles about teaching methods, when you have written so another teacher can say, "That sounds like me and my class," you have established a rapport, you have something in common with your reader, and you have something to share with him.

The Second Draft

A few writers can produce a publishable piece from a first draft. Most, however, need to do a second draft, or a third or fourth. Before undertaking a second draft, be sure your information has been checked for accuracy. Also check your ideas for logical progression and your sentences for correct structure. Remember to consider the audience at every step. Now you might try reading the manuscript aloud. If it reads well, it will be understood. If it sounds choppy, check the flow of sentences and paragraphs one more time.

Now you are ready to put the paper in final form with an interesting introduction and a solid conclusion to sum up the main points. If

you get stuck on the introduction, remember that its purpose is to catch the interest of the reader and to clarify the standpoint from which you are writing.

Announce your thesis as early as possible in the introduction, then tell the reader why you are writing about the subject you announced. These two elements allow the reader to determine whether or not he is interested in reading the rest of the article. Follow with a brief discussion of how you plan to develop your thesis.

In the same way the introduction tells the reader where you are going, the conclusion reminds him where you have been. Whether you summarize all the major points or merely restate the thesis, the conclusion should be a concise exit from the paper, letting the reader know your discussion is complete.

A special note needs to be made about the use of jargon in education, sometimes referred to as "educationese" or "pedaguese." Every discipline has its own technical vocabulary or jargon and education is no exception. Jargon is the shop talk of a discipline and is usually understood by those in the field. Jargon can communicate a fairly complicated concept or idea with a minimum of words, but it communicates only if the reader understands the concept. Misused, jargon can cloud meaning and actually inhibit communication. A writer can hide behind his jargon as a substitute for clear thinking. Many educators are not even aware they are using jargon when they speak or write and are sometimes taken aback when someone asks them what they mean.

Education writing has been criticized justifiably for its excessive use of jargon. It is the writer's task to assess his reading audience accurately and judge whether jargon is appropriate. Frequently, it is necessary for a writer to define technical terminology at the outset; then he can repeat the word or phrase with assurance that his audience will know what it means. While you need not avoid jargon entirely, there is little justification for using it if commonly known words or phrases communicate as accurately.

Some final points to guide you: Work from an idea that is exciting to you; chances are it will be exciting to others in your field. Be sure your major points are developed in a logical manner, utilizing a clear

introduction, a description and analysis, a discussion of applications and implications, and a conclusion.

Writing for publication takes effort. Getting a piece of writing published is not a matter of blind luck; rather, it happens when someone has worked hard and thoughtfully to produce a clear, concise article.

Identifying and Selecting a Publisher

When you select your audience, you may also be limiting yourself to certain types of publications. Every journal and most book publishers have defined their audiences very carefully. If you are aiming for periodical publication, take the time to familiarize yourself with the journals that deal regularly with the kind of topic you have addressed. Selecting a publisher is crucial, and the investment of your time and energy in the selection process can notably reduce the chances of receiving a rejection letter. Over 30 publishers of education periodicals were contacted in preparing this fastback, and they all indicated that they are glad to consider good unsolicited articles.

There are many professional journals in education—some 1,500 in the U.S. alone. The majority of them specialize by subject area, level of instruction, or professional interest area, i.e., administration, secondary education, research, etc. Begin by listing those journals you are familiar with whose audience matches the one you have identified as the audience for your article. Don't, however, stop there; go to an education library in your own school system or at a local university. Examine a number of periodicals in addition to those with which you are already familiar. Always check in the front of a journal for a statement of publication policy. Oftentimes you will find announcements about special issues and other information that indicates the kinds of materials the editor is looking for. Until recently, the Educational Press Association of America has published a comprehensive directory of education journals called *America's Education Press*. It lists the names, addresses, and other useful information on several hundred education journals by fields of interest. If you find unfamiliar but promising

journals listed, contact the publishers directly. Most of them gladly send prospective authors their editorial specifications and a complimentary copy of the journal.

Most state education associations and many state education departments publish journals and newsletters. These should not be overlooked as possible outlets for your article. Even newspapers are looking for interesting material on innovative educational practices, particularly if they are being employed in the local school system.

Once you have compiled a list of journals, they should be ranked so that you end up with four or five possibilities. Now you are ready to begin making submissions. Frame a simple covering letter that gives a brief description of your article, a short paragraph about your qualifications for writing the article, and a statement about why you think the article is appropriate for the journal to which you are submitting it. Also include your office and home phone numbers and a self-addressed postpaid return envelope.

How long will it take to learn if your article is accepted for publication? With some journals the editor alone decides if your manuscript is suitable, and you will be notified fairly soon, probably within six to eight weeks. However, this can vary greatly depending on the backlog of manuscripts to be reviewed. Also, some editors are much more conscientious than others in keeping up with the flow of manuscripts. They, too, are human. Other journals use a committee to review manuscripts, and publication decisions require a consensus or at least a majority vote. These are called refereed journals, and they require more time to make publishing decisions. Remember also that even when a manuscript is accepted, some journals will print it in a few months while others take a year or more.

If your article is not accepted by your first choice of publisher, don't be discouraged. You can learn from the experience. A rejection letter does not necessarily mean that your manuscript is not worthy of publication; it simply means that it is not right for that journal at that time. Some editors try to be helpful and will suggest a more suitable journal. If they offer any criticism, it is meant to be constructive. Consider the suggested changes, make those that seem appropriate, and submit your manuscript elsewhere.

Let us assume that your article is accepted. Fine. But it does not necessarily mean that your travails are ended. Editors vary on how much they will ask you to do in preparing the manuscript for publication. When the time between acceptance and publication is short and the manuscript is in good shape, the editor will make the needed changes and the next time you see the material it will be in print. With longer lead time, some editors like to return an edited copy of the manuscript for your comments and final approval, especially if it needed extensive editing. Questions about technical spelling, footnotes, bibliography, and other matters that the editor might not be familiar with will most likely be handled by telephone. Many journals, but not all, send you "galleys" of your edited manuscript for proofreading and final corrections. When you receive galleys, they must be checked and returned immediately. Generally, only very small changes will be accepted. When a manuscript is in the galley stage, the time is past for major revisions, for typesetting is expensive.

The Query Letter

One should *never* submit a manuscript to more than one journal at a time. If an editor has taken the time to review a manuscript and decides to publish it, he does not want to be told that you have placed it with another journal. On the other hand, if you have submitted a manuscript and have waited two or three months without a response, it is certainly ethical for you to notify the editor that, if you haven't heard within two or three weeks, you expect to submit it to another journal. This strategy will either prod the editor to respond within a reasonable time or it will foreclose consideration of your manuscript by that editor. An alternative strategy to expedite the review of your manuscript by more than one journal is the query letter.

The query letter is a technique that may be used either before the manuscript is written or after it is written to determine if the editor is at all interested in your topic and approach. While it is unlikely that an editor will promise to publish an article by an unknown author solely on the basis of a query letter, he can tell you whether the topic would be appropriate for his journal. Thus, you need not waste time

by submitting your article to an editor who clearly is not interested in your topic.

Some editors don't like query letters because they feel they add unnecessary correspondence. They would prefer to see the manuscript and make a decision without any intermediary steps. However, a query letter does allow an editor to make suggestions about content and approaches that can help you in writing or revising your manuscript.

If you decide to use a query letter to help identify a suitable publisher, considerable care should be taken in writing a letter that presents your ideas accurately and succinctly. The following information might be included in your query letter.

1. Begin by telling the editor your general purpose in writing the article. Does it clarify some issue or controversy? Are you presenting new and important information to some field?

2. Indicate to the editor that you are familiar with his journal. Explain how your article brings some new or needed perspective to a topic the journal has been treating or that you want to write on a topic for which the editor is soliciting articles.

3. Explain why there is a need for further information about your topic. Perhaps there has been little published recently in the area while there is new information that practitioners will find useful. Perhaps many important issues have been left unresolved and you can help clarify them or offer some solutions.

4. Tell specifically what you intend to do. Who is your audience? How long will the article be? What will be your approach?

5. Indicate to the publisher exactly what your commitment will be. When can you deliver the article? Are you willing to revise?

6. Let the publisher know if you have any special requirements if he accepts your material. Do you intend to use any special graphics or photographs?

Manuscript Acceptance and Rejection

"If only I knew someone—an editor, a publisher—I could get this article published. That's how the math department chairperson did it. Her uncle knew one of the editors for the state mathematics journal and I know he pulled some strings!" Many beginning writers are under

the impression this is the way an article gets published. They are wrong. Contrary to the feeling you might have when the first rejection notice arrives, an editor is not hired to keep your article out of print. He is hired to select and publish quality material of interest and importance to his readers.

What specifically is an editor looking for? Why does he send that rejection letter? Lloyd Kline, director of publications of the International Reading Association, addresses these issues when he says, "Rather than knowing the editor, I would urge you first to know your purpose in writing. Second, know your intended audience. Third, know appropriate publications." Kline's first two points already have been given careful consideration. The third can present a problem. Go back and look at several issues of the journal to which you are submitting your article. Examine the style of articles. If the journal is slanted toward scholarly research, chances are your five-day experiment with psycholinguistics in your tenth-grade class will not be appropriate. However, if the journal you have chosen features articles on innovative classroom experiments in your field and is clearly oriented to teachers, chances are the journal will be interested in your work.

As you are checking the style of the journal, also look for "in" topics and stay away from them. If there have been three consecutive articles on teaching traditional grammar, it is likely the journal has been saturated with articles on the subject and will not publish any more for some time. If, however, your article on psycholinguistics deals with the problems mentioned in the traditional grammar articles and solves an old problem in a new way, the editor just might be interested. At least it's worth submitting your article or sending a query letter.

Looking at a publisher's article evaluation criteria should help you understand more fully how final selections are made. The evaluation guidelines presented on pp. 21-22 are those used by the National Council for the Social Studies when screening articles for their publication, *Social Education*. In addition to this list of guidelines, reviewers often write detailed analyses of each manuscript.

Criteria for the Selection of Unsolicited Manuscripts for Social Education*

The reviewer will rate the article using the following criteria:
(1 = no; 2 = perhaps; 3 = yes)

I. *Content*

1 2 3 A. Does the article fit one of the areas desired by *Social Education*?

1 2 3 B. Does the article contribute new research knowledge, new approaches for the classroom, or new approaches for the social studies?

1 2 3 C. Does the article speak to current, important issues in the social studies?

1 2 3 D. Does the article make the reader think or inspire the reader to apply or use the information?

II. *Style*

1 2 3 A. Is the article ready for publication without major revision?

1 2 3 B. Is the article of appropriate length?

1 2 3 C. Is the article readable and clear in its presentation?

1 2 3 D. Is the article a unified piece with a coherent introduction and conclusion?

1 2 3 E. Are charts, diagrams, and other illustrative materials significant and integral parts of the article?

III. *Scholarship*

1 2 3 A. Is the article original as opposed to a restatement of previously published ideas?

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1 2 3 B. Are assertions and conclusions substantiated by relevant, reliable sources and by logical reasoning (not just footnotes with concurring opinions of others)?

1 2 3 C. If it is a research article, is the collection and analysis of data defensible?

IV. *General Recommendations* (Please use the back of this sheet.)

A. To which of the target groups within NCSS does the article address itself?

B. Do you recommend that this article be accepted for publication?

C. Other comments.

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Technical Requirements for Manuscripts

There are three major requirements for getting published. They are: identifying a good topic to write about, locating and selecting a suitable publisher, and meeting the publisher's technical requirements for manuscripts. We have already discussed in detail the first two requirements. The technical requirements of manuscript preparation are imposed by the publisher and can be a critical factor in determining whether or not your material will be selected for publication.

While publishers vary considerably in their technical requirements, they generally specify preferred article length; style of footnotes; and policies concerning drawings, tables, charts, and photographs.

General Requirements

First and foremost, editors require a manuscript that is neatly typed and consistent from page to page. Most editors require at least two copies of the manuscript and some may request as many as four or five so that the copies can be sent to readers for comment. Always type your manuscript on standard 8½" by 11" white paper of good quality. The manuscript should be typed with at least an inch for left and right margins. These margins are important, for they provide needed space for any last minute corrections you might want to make as well as space for comments and corrections by the editor. Everything in a manuscript should be double-spaced, including references, footnotes, and quotations. Failure to meet these requirements could result in your manuscript being returned for retyping before an editor will review it.

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Your manuscript should include a separate title page with the author's full name, address, and phone number(s). Having this information readily available expedites communication between the author and editor. The manuscript should be paginated in arabic numerals at the top of the page. In addition, the name(s) of the author(s) should appear in the upper right-hand corner of each page so that the manuscript can be easily identified in case pages are mislaid or misfiled. It is not necessary to paginate the title page or put the author(s) name(s) at the top of the title page.

It is important that the manuscript fall within the journal's usual article length parameters. Many good articles are rejected because they are either too long or too short for a particular journal. If an editor likes a manuscript that he considers too long, he may suggest ways of cutting it. Nevertheless, a manuscript that is approximately the length of other articles published in a particular journal will be more favorably received. While manuscript length is ultimately the editor's decision, most education periodicals carry articles that range from 500 to 2,500 words. A page with the recommended margins, double-spaced, runs about 250 words. Thus, a manuscript should run between two and 10 pages. Rarely do publishers want in excess of 15 typed pages and, if you see your material is approaching such a length, you should consider revising and cutting before submitting it.

If your manuscript is a highly technical one involving equations, mathematical formulas, scientific symbols, or Greek symbols, try to secure a typewriter on which you can use a Greek and math font, such as an IBM Selectric. Using a typewriter with these special symbols allows you to conform to a standardized format, thus eliminating the chance for confusion or misinterpretation by the editor or typesetter. Also, using such symbols allows you to submit a manuscript that has a polished and professional appearance.

Templates should also be used when preparing technical material. Stores carrying art and drafting supplies now carry a good assortment of templates at relatively modest prices. These templates allow authors to trace special symbols that give the manuscript a professional appearance.

Many publishers have now begun the transition to metric measure-

ments and are asking that when English measures are presented, their metric equivalent also be given. When this happens, it is best to follow standards set by the American National Metric Council in *Metric Guide for Educational Materials.*

Tables, Drawings, Figures, and Photographs

It is often useful and necessary to present information in forms other than standard written text. Tables, drawings, figures, illustrations, and photographs each offer distinct advantages in summarizing, expanding, complementing, or emphasizing text material. Each of these items requires particular attention.

Each table should be placed on a separate sheet of paper at the end of the manuscript's running text, properly numbered and titled. Tell the editor in the text where the table should appear. Try to avoid constructing tables that must be placed broadside on a page. However, if a table would be too crowded in the normal vertical format, most publishers will allow the optional arrangement. Figures, illustrated materials, and photographs should also be labeled, numbered, and placed at the end of the running text. Indicate approximately where each should appear in the text.

While tables are most often typed, figures and illustrated materials are usually prepared by a graphic artist or an illustrator. Many editors prefer that such materials come to them in camera-ready form, that is, ready for the production process. Illustrations and figures should be done on white board stock or drafting paper with India ink. It is normal procedure to make such layouts oversize. Keep in mind what the published materials will look like in reduced form. Type should be large enough so that when it is reduced, it will not be too small to read. Hand lettering of materials is not advisable unless it is done by a professional. A more practical solution is the use of "press type." Such letters can be purchased at most art supply stores. They come in a wide variety of sizes and styles and are easy to use with a minimum of practice.

If you are planning to include photographs with your manuscript, you should discuss their specifications with the editor before submitting them. Although many journals and newsletters are looking for

good photographs to accompany articles, their technical capacities and requirements for using them vary considerably. Photographs should be glossy, black and white prints with sharp contrast and good composition. Frequently the editor or art director will crop the photograph to eliminate unnecessary elements or to improve the composition. Ordinarily, publishers do not want any photograph smaller than three by five inches. Most small journals can reproduce only black and white photographs.

Photographs should be handled in a manner similar to other text inserts; they should be numbered and put at the end of the running text with appropriate captions, if necessary. Never mount a photograph or try to place it in the running text. Put your own name on the back of each photo and indicate whether or not you want it returned. Photographs are easily damaged, so extreme care should be taken to avoid defacing them. Never use paper clips on photographs or staple them to anything. When writing on the back, use a grease pencil or write lightly to avoid making lines that will show through. Put small photographs, negatives, or slides in individual envelopes and write appropriate information on the envelope.

Permissions

Another important task in preparing a manuscript for submission to a journal is the matter of permissions. Permission to use lengthy direct quotes from other publications must be obtained from the original publisher or the author. Your own publisher will have policies concerning which quotations require permission and who is to do the necessary paperwork. If you are asked to secure permissions, request standard forms from your publisher. When you have received the completed permission form, send it to your publisher.

Permission is also typically required for using photographs of children, some photographs of adults, cartoons, published drawings, and other copyrighted material. Poems and song lyrics present a problem because payment is usually required. Any costs of this nature should be discussed with your publisher. Policies vary among publishers as to who pays permission fees. If the material is necessary in the article, the publisher may be willing to absorb the cost of permission fees.

A Final Check

The final reading of your manuscript before submission should include a thorough check to see that everything is there and that pages and accompanying graphs, charts, photographs, etc., are in the proper sequence. If your work was supported by either a public or private grant or contract, such information, including the grant or contract number, should be added to the bottom of the title page. If an abstract is required by the publisher, it should follow the title page, but it should not be paginated.

Occasionally authors will find minor items they want to change just before they submit an article. If you want to insert a word or two, simply note them in the margin near the appropriate line. Major insertions should be added by neatly cutting and pasting the draft.

Selected Directory of Education Journals

In preparing this fastback, the authors have had an opportunity to talk with many editors about submitting articles for publication in different subject matter areas and at different levels of instruction. In order to facilitate your search for a suitable publisher, some of the journals contacted are profiled in the following pages. Remember, however, that this is only a sampling. For more complete lists, see other sources.

The Agricultural Education Magazine
Martin B. McMillion, Editor
Agricultural Education
Virginia Polytechnic Institute
Blacksburg, VA 24061

This monthly journal publishes information of interest to secondary school teachers, state supervisors, and teacher educators on contemporary issues and methods in agricultural education. Material should be submitted to the appropriate special editor (see a current issue of the journal for names and addresses). Published authors receive complimentary copies of the journal. Circulation: 9,500.

American Education
William A. Horn, Editor
Office of Education Information, DHEW
400 Maryland Ave., S.W.
Washington, DC 20202

This journal, published 10 times a year, informs teachers and administrators about federally funded education programs. Many photo-

graphs and a "feature story" style are used. Inquiries may be addressed to the editor. Payment for articles varies with the length of the article and the professional reputation of the author. Circulation: 40,000.

American Educator
Linda Chavez, Editor
American Federation of Teachers
11 Dupont Circle, N.W.
Washington, DC 20036

Each issue of this quarterly journal features a theme of current interest to educators. A query letter should be sent prior to submission of a 1,200 to 2,000-word manuscript. Payment varies with the length of the article and the professional reputation of the author. Circulation: 525,000.

The American School Board Journal
James Betchkal, Editor-in-Chief
National School Boards Association
1055 Thomas Jefferson St., N.W.
Washington, DC 20007

The articles and features of this monthly journal are directed to school board members and school superintendents with an emphasis on practical solutions to problems of school administration. Payment is made for manuscripts solicited by the editor. Circulation: 50,000.

American Vocational Journal
Lowell A. Burkett, Editor
The American Vocational Association
1510 H St., N.W.
Washington, DC 20005

Published nine times a year, this journal informs practitioners, administrators, and guidance supervisors about issues and programs in the field of vocational education. Authors should submit their material to the managing editor. Published authors receive a complimentary copy of the journal. Circulation: 57,000.

The Arithmetic Teacher
Jane M. Hill, Managing Editor
National Council of Teachers of Mathematics
1906 Association Dr.
Reston, VA 22091

This journal appears eight times a year to inform elementary and junior high school math teachers about new concepts and important issues in the field. Some material of interest to teacher educators also appears in the journal. Manuscripts and queries should be addressed to the managing editor. Published authors receive complimentary copies of the journal. Circulation: 42,500.

Childhood Education
Monroe D. Cohen, Editor
Association for Childhood Education International
3615 Wisconsin Ave., N.W.
Washington, DC 20016

Published six times a year, this journal features articles about early childhood and elementary education. Authors should consult a recent issue of the magazine for specific publishing details. No payment for manuscripts. Circulation: 21,000.

Communication Education
Kenneth Brown, Editor
Speech Communication Association
5205 Leesburg Pike
Falls Church, VA 22041

A quarterly for speech teachers from kindergarten to graduate school, this journal publishes articles about contemporary issues in communication instruction, including information about improving classroom communication. The journal should be consulted regarding the submission of material. Published authors receive reprints of their articles. Circulation: 5,700

Educational Leadership
Ronald S. Brandt, Editor
Association for Supervision and Curriculum Development
225 N. Washington St.
Alexandria, VA 22314

Published eight times a year, this journal features one nontheme and seven theme issues each year (the May issue outlines themes for the coming year). Send a query letter before submitting a 1,600-word maximum article. Articles cover the broad areas of curriculum, instruction, and supervision. The audience includes supervisors, administrators, and teacher educators. Circulation: 40,000.

Elementary School Journal
Philip W. Jackson, Editor
University of Chicago Press
5835 S. Kimbark Ave.
Chicago, IL 60637

This journal is published five times a year to inform teachers and administrators about important research in elementary education and exemplary innovations and practices. Most research deals with child development. Send a query letter or submit a manuscript to the editor. Published authors receive either 50 article reprints or a one-year free subscription to the journal. Circulation: 14,000.

The English Journal
Stephen Judy, Editor
National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801

This journal, published nine times a year, contains material primarily of interest to secondary school English teachers. Prospective contributors are encouraged to write the editor for a copy of the *EJ Style Sheet*. Manuscripts should be sent to The Editor, *English Journal*, P.O. Box 112, East Lansing, MI 48823. Circulation: 48,000.

Exceptional Children
June Jordan, Editor
Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091

Published eight times a year, this journal deals with new research and policy in education for both the handicapped and for the gifted. No payment for manuscripts. Circulation: 70,000.

Instructor
Leanna Landsmann, Editor-in-Chief
757 Third Ave.
New York, NY 10017

This journal is published 10 times a year, using articles primarily of interest to elementary school teachers. It features many short how-to-do-it pieces on elementary education teaching practices. Authors are paid. Circulation: 238,000.

The Journal of Reading
Janet Ramage Binkley, Editor
International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, DE 19711

Published eight times a year, this journal provides a scholarly treatment of issues related to reading at the secondary school level. The journal's audience includes teachers, teacher educators, and parents. No payment for manuscripts. Circulation: 24,000.

Language Arts
Julie Jensen, Editor
National Council of Teachers of English
1111 Kenyon Rd.
Urbana, IL 61801

This publication is similar to *The English Journal*, except that the focus is upon English and language arts instruction in the elemen-

tary school. Manuscripts should be sent to The Editor, *Language Arts*, 406 Education Building, University of Texas at Austin, Austin, TX 78712. Circulation: 26,000.

Learning, The Magazine for Creative Teaching
Morton Malkofsky, Editor
530 University Ave.
Palo Alto, CA 94301

This magazine is published nine times a year and reaches primarily elementary school teachers. For information about publishing details, consult a recent issue. Authors are paid. Circulation: 211,000.

The Mathematics Teacher
Harry B. Tunis, Managing Editor
National Council of Teachers of Mathematics
1906 Association Dr.
Reston, VA 22091

Published eight times a year, this journal is for teachers of mathematics in junior and senior high school and community colleges. Published authors receive complimentary copies of the journal. Circulation: 50,000.

NASSP Bulletin
Thomas F. Koerner, Editor
National Association of Secondary School Principals
1904 Association Dr.
Reston, VA 22091

This journal, published nine times a year, covers all aspects of secondary school administration. Primary audience is junior and senior high school principals. No payment for manuscripts. Circulation: 35,000.

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The National Elementary Principal
Paul L. Houts, Editor
National Association of Elementary School Principals
1801 N. Moore St.
Arlington, VA 22209

This quarterly journal is published primarily for elementary school principals, but the articles will appeal to anyone interested in elementary education. No payment for manuscripts. Circulation: 25,000.

Phi Delta Kappan
Stanley M. Elam, Editor
Phi Delta Kappa
Eighth and Union
P.O. Box 789
Bloomington, IN 47402

Published 10 times a year by Phi Delta Kappa, the professional education fraternity, this journal carries articles about all phases of educational policy and practice. Emphasis is on topical and controversial issues. Manuscripts from 1,000 to 1,500 words are considered. The journal also publishes cartoons related to education. Sometimes pays for solicited material. Circulation: 140,000.

The Reading Teacher
Janet Ramage Binkley, Editor
International Reading Association
800 Barksdale Rd.
P.O. Box 8139
Newark, DE 19711

Published nine times a year, this journal carries articles on innovative reading practices and contemporary issues in reading education. It is less research-oriented than the *Journal of Reading*. Circulation: 55,000.

Scholastic Coach
Herman Masin, Editor
50 West 44th St.
New York, NY 10036

Published 10 times a year, this journal is intended for high school and college coaches and athletic directors. Articles deal with innovative coaching practices in all sports. Authors are paid. Circulation: 41,000.

Science and Children
Phyllis Marcuccio, Editor
National Science Teachers Association
1742 Connecticut Ave., N.W.
Washington, DC 20009

Published eight times a year, this journal serves elementary science teachers, preservice teachers, and university persons in science education. Its aim is the improvement of elementary science teaching. See a current issue for specific instructions on submitting manuscripts. No payment for manuscripts. Circulation: 21,000.

Science Teacher
Rosemary Amidei, Editor
National Science Teachers Association
1742 Connecticut Ave., N.W.
Washington, DC 20009

Published nine times a year, this journal carries articles of interest to high school science teachers. The general aim is to improve the teaching of high school science. No payment for manuscripts. Circulation: 20,000.

Social Education
Daniel Roselle, Editor
National Council for the Social Studies
Suite 400
2030 M St., N.W.
Washington, DC 20036

Published seven times a year, this journal is intended for elementary and secondary school social studies teachers as well as teacher educators. Articles are directed toward improving teaching methods and examining current issues in the teaching of social studies. No payment for manuscripts. Circulation: 23,000.

Teacher
Joan Sullivan Baranski, Editor
One Fawcett Pl.
Greenwich, CT 06830

This magazine is published nine times a year. Articles feature new curriculum developments and methods, classroom-tested teaching units, and new teaching strategies for elementary school teachers. Manuscripts may be up to 1,500 words long. Authors are paid. Circulation: 240,000.

Teaching Exceptional Children
June Jordan, Editor
Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091

This journal is published four times a year for practitioners working with exceptional children. Articles cover teaching methods and materials and diagnosis and assessment for both the handicapped and the gifted. No payment for manuscripts. Circulation: 70,000.

Today's Education
Walter A. Graves, Editor
National Education Association
1201 16th St., N.W.
Washington, DC 20036

This quarterly journal contains articles covering a wide range of current issues and programs in education. An instruction sheet on article format is available from the publisher. No payment for unsolicited manuscripts that are accepted. Circulation: 1,687,000.

Suggested References

Writing Style

Baker, Sheridan. *The Complete Stylist.* 2d ed. New York: Thomas Y. Crowell, 1972.

Berry, Lester, reviewing ed. *Roget's International Thesaurus.* 3d ed. New York: Thomas Y. Crowell, 1962.

Evans, Bergen, and Evans, Cornel. *A Dictionary of Contemporary American Usage.* New York: Random House, 1957.

Gunning, Robert. *The Technique of Clear Writing.* New York: McGraw Hill, 1952.

Houp, Kenneth W., and Pearsall, Thomas E. *Reporting Technical Information.* 3d ed. Beverly Hills, Calif.: Glencoe Press, 1977.

Kline, Lloyd W. "Getting Your Ideas Into Print." Paper presented at the annual meeting of the Western College Reading Association. Oakland, Calif., 1974.

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Moore, Robert. *Effective Writing.* 4th ed. New York: Holt, Rinehart & Winston, 1970.

Prentice-Hall Author's Guide. Englewood Cliffs, N.J.: Prentice-Hall, 1962.

Strunk, William, Jr. *The Elements of Style.* 3d ed. New York: Macmillan, 1979.

Zinsser, William. *On Writing Well: An Informal Guide to Writing Nonfiction.* New York: Harper & Row, 1976.

Technical Style Manuals

A Manual of Style. 12th rev. ed. Chicago and London: The University of Chicago Press, 1969.

Metric Guide for Educational Materials. Washington, D.C.: American National Metric Council, 1977.

The MLA Style Sheet. 2d ed. New York: Modern Language Association of America, 1971.

Publication Manual of the American Psychological Association. 2d ed. Washington, D.C.: American Psychological Association, 1974.

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America's Education Press. Glassboro, N.J.: Educational Press Association of America, 1976.

Burback, A. S., ed. *The Writer's Handbook.* Boston: The Writer, 1974.